

IDOE Reviewer(s): Sue Foxx and Sholonda Trice
Alternative Education Program: Alternative Education MS/HS Program
School Corporation: 5340-3

Date: October 20, 2008
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Alternative Education On-site Monitoring Rubric Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	BOTH of the following: -Board minutes -Joint Service or Interlocal Agreement (only required if joint program) ONE of the following: -School Improvement Plan (SIP) reference to alternative program -Administrator or Board Representation on Advisory Group -Written statements of support by administrators (letters/emails/staff meeting minutes)	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	Board minutes of July 14, 2008 indicate that the new program proposal was passed by the board 7-0. Three letters of support from a board member, principal and an outside agency were provided. Program has operated for 11 years and is located in the Administrative building for the corporation. The superintendent and other administrators act as mentors for students in the program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	TWO of the following: -Letters of support from community leaders or agencies -Program brochure listing partners -Advisory Group membership list, agenda, or minutes -Other documentation of community collaboration (newspaper article, agreement letter, etc.	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	Program is highlighted at back to school celebration done jointly with IPS. Program brochure describes the mission and program features. Advisory group includes school administrators and counselors.
Awareness of Program	ONE of the following: -Program brochure or handbook -Newspaper article -Flier, fact sheet, newsletter or Powerpoint presentation -Program website -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	Brochure is given to parents at intake. It is also available online. Parent referral letter explains options. Weekly progress reports and calls are made to parents. Christmas and Black Hx month programs foster awareness in the community.

Individual Focus	THREE examples of the following: -Completed Individual Service Plans.	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	ISPs complete. Assessment for entry into the program identifies issues. Read 180 used to improve skills. Administrator and Dean meet with parents and students for the intake process. System to share information between the traditional school and alternative program is in place.
COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Alternative Education Components	TWO of the following: -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, computer courseware description, etc. -Mastery learning guidelines or procedures. -Assessment instruments -Service learning projects -Life skills curriculum -Behavior plan -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. -List of agencies used for	-Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services or referral to community services	-Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA, TABE, etc). -Evidence support and referral services are available.		X	Flier for special program on drumming related to diversity. Home school advisor works to remove barriers to learning. Weekly lifeskills classes and classes for pregnant/parenting students are offered. Strong mentoring component that includes community and school personnel. It concludes with a special luncheon.

	support and referral services.					Transition plan in place for when student returns to traditional school. Staff at the HS mentor returning students.
Learning environment	ONE of the following: -Professional development plan for staff -Staff meeting agenda -SIP for alt. program -Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.)	-No plan for staff development -No student survey or negative response -No way for staff/students to discuss issues. -No opportunity for student input	-Professional development plan -Regular staff meetings -SIP for alt. ed. program -Evidence of opportunity for student input		X	Professional development calendar in place for alternative education staff as well as optional professional development opportunities. Suggested readings identified. Staff meeting agenda indicated discussion to insure a common mission.

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed Mr. Tegler, Ms. Nun, Mr. Harveth

Teacher:Student Ratio at Observation 1:10, 1:4, 1:6
(Teacher=1 Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
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Programming matches description in grant application.			X		The program serves nontraditional students and may also serve as an alternative to expulsion. Students attend a full day usually for 1 semester or more. Program uses a behavioral level system and has services to support student needs like counseling, remediation, and classes for pregnant/parenting students.
Instruction is clear and incorporates multiple strategies.			X		In the first room students were testing so no instruction was observed. In the other rooms, students worked independently from books or packets on assignments or worksheets that had been individualized based on student needs, courses, and grade levels. Teachers in all rooms monitored progress and provided individualized instruction or modified strategies as necessary. Students clearly understood expectations and voiced that instruction was challenging.
Students appear engaged.			X		Most students were on task with little need for redirection. When necessary, teachers, quickly intervened when students got off task. One student in the testing room had his head down during the observation but it appeared that he may have finished his work early. He may have benefitted from having an additional activity available. The science class was engaged in using laptops to research a disease/disorder which allowed students to investigate an area of personal interest.
Location supports a positive learning environment.			X		Location and classrooms were quiet and conducive to learning. Each classroom displayed a list of classroom rules and expectations. Appropriate materials and resources were available. Laptops were used by students in learning activities.
Teachers appear knowledgeable and caring.			X		Teacher knowledge of materials and classroom structure/expectations was appropriate. Teachers moved around the room providing individualized instruction as needed.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
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Student Eligibility	-Entrance/Exit Criteria and process -DOE-AL Spreadsheet maintained	Entrance/exit criteria provided. Staff voiced that spreadsheet was being maintained.	X	
Staff Qualifications	-License for teachers or HOUSSE documentation	Licenses available on ASAP. Staff schedule listed course and period assignments.	X	
Health and safety	-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation)	The Alternative Program is located in a remodeled MS that also houses offices for the corporation. As part of the corporation grounds it is part of the Safety Plan and receives regular inspections. Breakfast and lunch are available onsite each day	X	
Financial	-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211	Dr. Barnes stated that corporation exceeds match and uses alternative funds only for the program. Funds will be receipted properly. Corporation pays salaries and has provided instructional materials and technology.	X	
Time/Year	-Daily Schedule -School Calendar (only if different from the corporation)	Follows the same calendar as the corporation. Alternative program operates from 7:30-2:10.	X	